



Reading First Implementation Checklist

2007 - 2008

August/September: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Convene a team comprised of a teacher from each grade level that ensure that all staff development is shared with team members	<input type="checkbox"/> Develop/Review the school wide assessment system. <input type="checkbox"/> Develop the school wide assessment calendar (June/ July). <input type="checkbox"/> Review the school-wide data collection and management system. <input type="checkbox"/> Designate individual(s) to enter data.	<input type="checkbox"/> Make last minute adjustments to school-wide reading schedule. <input type="checkbox"/> Review and monitor classroom reading schedules to ensure adequate reading instruction for all students. <input type="checkbox"/> Protect reading instruction time from interruption and ensure that time is allocated to skills and practices associated with reading success.	<input type="checkbox"/> Communicate RF goals and specific plans to all staff at meetings; acknowledge progress to date; state expectations for all.	<input type="checkbox"/> Principal, all K-3 staff and specialists participate in fall reading staff development.
	<input type="checkbox"/> Review Reading Plan Overview and communicate it to faculty school-wide. <input type="checkbox"/> Determine how data will be shared identifying goals: the increase % of benchmark students and the reduction in the % of strategic and intensive readers. <input type="checkbox"/> Establish a timeline with dates for monitoring progress and evaluating success.	<input type="checkbox"/> Ensure that all materials for all instructional groups have been received and distributed to teachers. <input type="checkbox"/> Ensure that supplemental and intervention (S & I) programs are ready to be used efficiently. <input type="checkbox"/> Finalize scheduling of assessments (Stanford Reading First, PALS, SOL, core and district assessments).	<input type="checkbox"/> Determine and communicate process for grouping (e.g., within class, between class, within grade, between grade).	<input type="checkbox"/> Schedule and attend the Literacy Leadership Team (LLT) or Reading First Intervention Team (RFIT) Meetings to review assessment results, identify students who may need additional support, and coordinate instructional planning across grade levels and specialists. <input type="checkbox"/> Analyze fall PALS reports at grade-level meetings; attend meetings whenever possible	<input type="checkbox"/> Determine and schedule any necessary staff development for student assessments. <input type="checkbox"/> Schedule professional development for core program. <input type="checkbox"/> Give new teachers option of attending TRA (Teacher Reading Academy) via online or traditional delivery.
w/ Reading Coach	<input type="checkbox"/> Review grade-level PALS benchmarks and communicate these to staff. <input type="checkbox"/> Review grade level curriculum to identify high priority instructional items and timeline for those items. <input type="checkbox"/> Begin formation of data board.				

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities**

District team meeting agenda: (principal, coach, LEA, others) <ul style="list-style-type: none"> • Reviewing the calendar • Budget • Correlate school level professional development (PD) with Division level PD • PALS data • PD needs • Scheduling other meetings 	<ul style="list-style-type: none"> • Schedule time for daily informal walk-throughs; interact w/staff re: reading instruction • Meet with reading coach on a regular schedule and informally as needed • Protect scheduled reading time from interruptions • Each month learn at least one new aspect about reading instruction and/or the programs being used in your building • Promote collaborative responsibility for RF implementation and student achievement
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*RFIT = Reading First Intervention Team (Direct Instruction schools only)

VDOE=Virginia Department of Education

October: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Convene and attend meeting with Division Level Reading First Leadership Team. <input type="checkbox"/> Plan to attend Reading First Leadership Institute on October 24 th in Richmond with coach and LEA (New RF Principals attend Oct. 23 & 24). <input type="checkbox"/> Support coach, special education, & ESL teachers in attending (and turnkey training topics from) the October Regional Focus Group	<input type="checkbox"/> Designate individual(s) to summarize frequent ongoing progress-monitoring of intensive students. <input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments. <input type="checkbox"/> Review pacing guides for core program.	<input type="checkbox"/> Convene and attend Literacy Leadership Team to review assessment results, identify students who may need additional support, and coordinate instructional planning across grade levels and specialists.	<input type="checkbox"/> Schedule PD for new S & I programs for January. <input type="checkbox"/> Provide ongoing PD for core reading program.
w/ Reading Coach	<input type="checkbox"/> Review grade-level PALS data. <input type="checkbox"/> Begin use of Closing the Achievement Gap form. <input type="checkbox"/> Develop CSI (Core, Supplemental and Intervention) maps for core & any existing, approved supplemental, & intervention curricula. <input type="checkbox"/> Support formulation of small groups for differentiated reading instruction	<input type="checkbox"/> Review progress monitoring data of students for whom strategic and intensive intervention is recommended. <input type="checkbox"/> Continue to monitor use of supplemental and intervention (S & I) reading programs.	<input type="checkbox"/> Review pacing guides for Supplemental and Intervention (S & I) programs - if established. <input type="checkbox"/> Analyze assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Schedule and support additional instructional time for students who need additional support.	<input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Participate in grade-level team meetings whenever possible.	

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Follow up on "Next Steps" from VDOE site visit report Ensure theme assessments or check outs are being given and results are reviewed Review the principal and coach's notes from initial combined visits to all classrooms. Coach meets with teachers to review pacing guide(s) 	<ul style="list-style-type: none"> Empower teachers to become successful reading teachers through professional development and coaching Host reading information sessions for parents Provide parents with feedback about their child's reading progress (e.g., PALS individual student report)
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November: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Plan to attend regional focus group with Coach and LEA. (Dec. 4) Topic: TBA	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure high quality implementation of core reading program. <input type="checkbox"/> Conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments.	<input type="checkbox"/> Convene and attend Literacy Leadership Team to review assessment results, and coordinate instructional planning across grade levels and specialists. <input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Participate in grade-level team meetings whenever possible to support staff in the process of monitoring progress and differentiating instruction.	<input type="checkbox"/> Ensure ongoing PD for core reading program. <input type="checkbox"/> Notify teachers of possible additional staff development on supplemental, and intervention programs.
w/ Reading Coach	<input type="checkbox"/> Refine CSI (Core, Supplemental and Intervention) maps if new S & I curricula are being implemented. <input type="checkbox"/> Share school progress with stakeholders via fall "State of the School" reports from district and principal.	<input type="checkbox"/> Review progress monitoring data of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Monitor pacing guides for core program. <input type="checkbox"/> Monitor pacing guides for new S & I programs. <input type="checkbox"/> Review progress monitoring data and in-program assessment data for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process.	

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities**

District team meeting agenda: (principal, coach, LEA, others) <ul style="list-style-type: none"> • Status report • Updates to CSI (Core, Supplemental and Intervention) maps • Changes • Reading Action Plan review 	<ul style="list-style-type: none"> • Work w/librarian on promoting reading • Work w/special education and regular education staff to erase lines between regular and special education
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December: Principal's Checklist: Reading First Implementation

	Element I: Priorities Goals , Objectives,	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Convene and attend meeting with Division Level Reading First Leadership Team.	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure high quality implementation of the core, supplemental, and intervention reading programs. <input type="checkbox"/> Support differentiated reading instruction by monitoring small group instruction and the plans that drive them.	<input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Participate in grade level team meetings whenever possible to support staff in the process of monitoring progress and differentiating instruction.	<input type="checkbox"/> Provide ongoing PD for core, supplemental, and intervention programs.
w/ Reading Coach	<input type="checkbox"/> Refine CSI (Core, Supplemental and Intervention) maps if new S & I curricula are being implemented.	<input type="checkbox"/> Review progress monitoring data of students for whom strategic and intensive intervention is recommended. <input type="checkbox"/> Finalize scheduling for January data collection. Communicate this information to staff.	<input type="checkbox"/> Conduct observations of all teachers and assistants providing instruction to strategic and intensive students. <input type="checkbox"/> Review timelines for core, supplemental and intervention programs to determine actual lesson progress. <input type="checkbox"/> Analyze assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process.	<input type="checkbox"/> Celebrate student and staff success.

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Follow up on “Next Steps” from VDOE site visit report 	<ul style="list-style-type: none"> Ask parents to have children read at home nightly Encourage family use of library Share recommended book lists for different ages Recommend giving books as gifts Suggest inexpensive sources for children books
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January: Principal's Checklist: Reading First Implementation

	Element I: Priorities Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Support coach and third grade teachers in attending (and turnkey training) Virginia Beach Focus Group. Topic: Vocabulary and Fluency Impacting Comprehension. <input type="checkbox"/> Review grade-level benchmarks and compare to mid-year results. <input type="checkbox"/> Update data boards and Closing the Achievement Gap form based on mid-year PALS, progress monitoring, benchmark and core program assessment data.	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure high quality implementation of core, and any supplemental, and intervention reading programs. <input type="checkbox"/> Conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments.	<input type="checkbox"/> Participate in grade-level meetings whenever possible. <input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process.	<input type="checkbox"/> Support ongoing PD for core, supplemental, and intervention reading programs. <input type="checkbox"/> Support any necessary assessment training or “retooling” based on progress monitoring data.
w/ Reading Coach	<input type="checkbox"/> Review grade-level curriculum to identify high priority instructional items and timeline for those items.	<input type="checkbox"/> Review progress monitoring data of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Provide staff development based upon instructional needs of students. <input type="checkbox"/> Review assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.		<input type="checkbox"/> Give new teachers option of attending TRA (Teacher Reading Academy) via online or traditional delivery.

Monthly Agenda**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Follow up on “Next Steps” from VDOE site visit report Review principal’s and coach’s notes from combined mid-year visits to all classrooms. Coach meets with teachers to review/revise pacing guide(s) Review intervention schedule and make adjustments as necessary 	<ul style="list-style-type: none"> Conduct reading walk-through observations (with informal conversations) about student progress Make informal classroom visits (with feedback) Provide praise, affirmation, encouragement for teachers and students around reading Talk with one or more students about reading during daily supervision times
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February: Checklist: Reading First Implementation

	Element I: Priorities, Goals , Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Support Coach's attendance at regional Focus Group. <input type="checkbox"/> Convene and attend meeting with Division Level Reading First Leadership Team (See agenda and list of attendees below.) <input type="checkbox"/> Begin collaborating with LEA to prepare for submission of Annual Performance Report (APR) to VDOE. <input type="checkbox"/> Work with division PALS representative to send a participant to PALS Symposium in March	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended. <input type="checkbox"/> Review progress monitoring data of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure high quality implementation of core, supplemental, and intervention programs. <input type="checkbox"/> Compare pacing timelines for core, supplemental, and intervention programs to actual lesson progress. Follow up with teachers as needed to ensure progress through programs. <input type="checkbox"/> Review assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Participate in grade-level meetings whenever possible. <input type="checkbox"/> Convene and attend Literacy Leadership Team or RFIT meeting to review assessment results, and coordinate instructional planning across grade levels and specialists. <input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process.	<input type="checkbox"/> Support ongoing PD for core, supplemental, and intervention programs.
With Coach	<input type="checkbox"/> Identify materials and supplies to be ordered for next school year. <input type="checkbox"/> Share school progress with stakeholders via mid- year "State of the School" reports from district and principal.				

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities****District team meeting agenda:** (principal, coach, LEA, others)

- Review mid-year PALS
- Review/Revise Reading Plan Overview
- PD needs
- Budget

- Conduct several timed readings to better understand the process
- Consider ways to promote a "No Excuses" perspective within the school community

March: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Continue collaborating with LEA to submit Annual Performance Report (APR) to VDOE by end of month.	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure against domestication of core, supplemental, and intervention programs by conducting walk through observations of all teachers and assistants with program checklists. Provide support, encouragement, and instructive comments. <input type="checkbox"/> Participate in grade-level meetings. <input type="checkbox"/> Conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments.	<input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Convene grade level and interventionist team (or LLT/RFIT) meeting to review assessment results, and coordinate instructional planning across grade levels and specialists.	<input type="checkbox"/> Support ongoing PD for core, supplemental, and intervention programs.
w/ Reading Coach	<input type="checkbox"/> Based on information learned at VDOE sponsored professional development events, make adjustments to grade-level CSI maps.	<input type="checkbox"/> Begin preparations for assessment administration procedures (Stanford RF, PALS, SOL)	<input type="checkbox"/> Compare pacing timelines for core, supplemental, and intervention programs to actual lesson progress. Follow up with teachers as needed to ensure progress through programs. <input type="checkbox"/> Review assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process.	

Monthly Agenda**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Follow up on "Next Steps" from VDOE site visit report Review principal's and coach's notes from combined spring visits to all classrooms. Support attendance at VSRA conference in Richmond 	<ul style="list-style-type: none"> Know the criteria for selecting a strong core reading program Know how your program reflects the "five big ideas" in reading Learn the curriculum along with the teachers
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April: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Convene and attend meeting with Division Level Reading First Leadership Team	<input type="checkbox"/> Ensure progress monitoring of students for whom strategic and intensive intervention is recommended.	<input type="checkbox"/> Ensure high-quality implementation of core, supplemental, and intervention programs. <input type="checkbox"/> Continue to conduct walk-through and informal observations of all teachers and assistants. Provide support, encouragement, and instructive comments. <input type="checkbox"/> Continue to support differentiated reading instruction by monitoring small group instruction and the plans that drive them.	<input type="checkbox"/> Schedule regular staff meetings and plan the reading topics to be addressed. <input type="checkbox"/> Convene grade level and interventionist team meeting to review assessment results, and coordinate instructional planning across grade levels and specialists.	<input type="checkbox"/> Support ongoing PD for core, supplemental, and intervention programs. <input type="checkbox"/> Support coach and teachers with Stanford Reading First administration process.
w/Reading Coach			<input type="checkbox"/> Compare pacing timelines for core, supplemental, and intervention programs to actual lesson progress. Follow up with teachers as needed to ensure progress through programs. <input type="checkbox"/> Analyze assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process. <input type="checkbox"/> Begin planning summer school program for strategic and intensive students.	<input type="checkbox"/> Give new teachers option of attending TRA (Teacher Reading Academy) via online or traditional delivery. <input type="checkbox"/> Meet with teachers for <i>Stanford Reading First</i> test training.

Monthly Agenda/Reflections**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Follow up on "Next Steps" from VDOE site visit report 	<ul style="list-style-type: none"> Conduct classroom walk through observations regularly to gauge the strengths and needs of teachers' reading instruction Provide affirmation, praise and encouragement to both staff and students Provide adequate time (through the schedule) for reading instruction and work to avoid interruptions of reading lessons Support outcomes over processes; the process is only as good as the outcomes
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May: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, and Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Support Coach's attendance at regional <i>Focus Group</i> .	<input type="checkbox"/> Schedule and ensure implementation of spring school wide data collection.	<input type="checkbox"/> Ensure high quality implementation of core, supplemental, and intervention programs.		<input type="checkbox"/> Support ongoing professional development for core, supplemental, and intervention programs.
	<input type="checkbox"/> Update data boards and Closing the Achievement Gap form based on spring PALS, progress monitoring, benchmark and core program assessment data.	<input type="checkbox"/> Designate individual(s) to enter data. <input type="checkbox"/> Monitor updating of PALS demographics information on database.	<input type="checkbox"/> Continue to conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments.	<input type="checkbox"/> Participate in grade-level meetings whenever possible. <input type="checkbox"/> Convene grade level and interventionist team meeting (or LLT/RFIT) to review assessment results, and coordinate instructional planning across grade levels and specialists.	<input type="checkbox"/> Schedule professional development for next year.
w/ Reading Coach	<input type="checkbox"/> Review Reading Action Plan and evaluate progress. <input type="checkbox"/> Update CSI maps to prepare for fall. <input type="checkbox"/> Identify PD goals for next school year.		<input type="checkbox"/> Compare pacing timelines for core, supplemental, and intervention programs to actual lesson progress. Follow up with teachers as needed to ensure students' progress <input type="checkbox"/> Review assessment data including progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs. <input type="checkbox"/> Support and ensure additional instructional time for students who need additional reading support.	<input type="checkbox"/> Follow up on the work of the Literacy Leadership Team or RFIT to ensure implementation of plans and monitoring for results, support and acknowledge staff in this process. <input type="checkbox"/> Continue planning summer school program for strategic and intensive students.	

Monthly Agenda**Recommended Ongoing Weekly/Daily Activities**

<ul style="list-style-type: none"> Evaluate Supplemental and Intervention Programs and plan to make any necessary adjustments for next school year Coach meets with teachers to review/revise pacing guide Review intervention schedule and make adjustments as necessary Review principal's and coach's notes from combined year-end visits to classrooms (May/June). 	<ul style="list-style-type: none"> Learn how to collect data in your school's assessment system and help collect data periodically Learn as much as you can about the reports available through this system Learn how to use and interpret these reports to guide instruction Use these reports to guide the regular grade level planning meetings Talk to teachers regularly about the data on their students' reading performance, including ideas for refining instruction
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June: Principal's Checklist: Reading First Implementation

	Element I: Priorities, Goals, Objectives	Element II, III: Assessment, Programs and Materials	Elements, IV, V: Time, Grouping, Scheduling, & Differentiating Instruction	Element VI: Administration, Organization, Communication	Element VII: Professional Development
Principal	<input type="checkbox"/> Convene and attend meeting of the Division Level Reading First Leadership Team (See agenda and list of attendees below.) <input type="checkbox"/> Review data boards and Closing the Achievement Gap form <input type="checkbox"/> Review and adjust Reading Plan Overview	<input type="checkbox"/> Arrange transition meetings between grade level teachers to share students' PALS data and in-program assessment data to prepare for next school year.	<input type="checkbox"/> Ensure high quality implementation of core, supplemental, and intervention programs. <input type="checkbox"/> Continue to conduct walk-through observations of all teachers and assistants. Provide support, encouragement, and constructive comments. <input type="checkbox"/> Begin planning reading blocks for next school year. <input type="checkbox"/> Assist in scheduling. <input type="checkbox"/> Using pacing time lines, evaluate progress made in the core, supplemental, and intervention programs. <input type="checkbox"/> Identify goals and adjustments for next year. <input type="checkbox"/> Review assessment data including spring PALS, progress monitoring, benchmark and core program assessments for students receiving supplemental and intervention programs to determine instructional placements for next year. <input type="checkbox"/> Support and ensure any available summer instructional time for students who need additional reading support.	<input type="checkbox"/> Participate in grade-level meetings whenever possible. <input type="checkbox"/> Complete planning for summer school	<input type="checkbox"/> Support ongoing PD for core, supplemental, and intervention programs. <input type="checkbox"/> Participate in grade level meetings whenever possible to support planning for next year
w/Reading Coach	<input type="checkbox"/> Share school progress with stakeholders via Spring "State of the School" reports from district and principal.				<input type="checkbox"/> Continue planning PD activities for summer and next year.

Monthly Agendas/Reflections**Recommended Ongoing Weekly/Daily Activities**

<u>District team meeting agenda:</u> (principal, coach, LEA, others) <ul style="list-style-type: none"> • Spring, "State of the School" report (Invite Coach to assist with report writing) • Reviewing allocation of funds and looking at deadlines for expenditures • Data sharing • Planning for next year (staffing, schedules, etc.) • Discuss Reading Action Plans for next school year • PD needs for next year--sharing resources 	<ul style="list-style-type: none"> • Invite students to come to your office to read • Visit classes during reading groups; praise students' progress • Take some of your reading to a class to read for silent reading time (let students see you read)
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